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*Argumentation in School Education: the Case of Mother Tongue and Mathematics Classes.
Results of an Empirical Exercise*

The paper presents the importance of discursive argumentation in school education. Based on theoretical assumptions and previous extensive empirical studies the authors propose the case of a joint class of mathematics and the mother tongue, and discuss the results of a workshop with a group of 10–14 y-o students. The findings show that: 1) it is possible to develop young students' autonomous argumentation and at the same time follow a formal school programme; 2) this requires students' engagement in intensive class discussions in pairs, in small groups, and in the class as a whole; 3) discursive rather than formal argumentation allows children to develop mathematical reasoning, as well as broadening their understanding and interpretation of a poem. A key factor in students' engagement is the teachers' subtle support of the students' independent discussion. We call this the student-teacher micro-relation to distinguish it from a broader classical term of relations.

Keywords:

argumentation, interpretation, proving, critical thinking, school education, didactic in mother tongue teaching, didactic in mathematics